**Asheboro City Schools**

**1st Grade**

**Conceptual Lens: Similarities and Differences**

**Time Frame: 6 weeks**

**UNIT TITLE: Around the World in a Glass Slipper**

**Learning Target: The students will compare and contrast literature, cultures, and places, revealing the rich diversity in our world.**

**Authors: Ashley Smith, Nicholl Hicks, Jaclyn Gravett, Meghan Joyce, Roberta Gavin, Summer Lee**

**Enduring Understanding: Acknowledging that there are similarities and differences in texts, cultures, and places.**

**Standards**

**Social Studies**

**Concept: Diversity**

**Around the World in a Glass Slipper**

**Standards**

**Learning Target:**

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| **Structure of Knowledge** | | | | | | | | |
| **Around the World with a Glass Slipper**  **Learning Target: The students will compare and contrast literature, cultures, and places, revealing the rich diversity in our world.** | | | | | | | | |
| **Literature** | | | **Cultures** | | | **Places** | | |
| **Plot**  **Character**  **Setting** | | | **Holidays**  **Languages**  **Traditions** | | | **Landforms**  **Maps**  **Bodies of Water**  **Familiar Locations** | | |
| **How Similarities and Differences Impact Our Understanding of Text** | | | **How Similarities and Differences Impact Our Understanding of Cultures** | | | **How Similarities and Differences Impact Our Understanding of Places** | | |
| **Students will understand that similarities and differences between plot, character, and setting in various pieces of literature develop an appreciation of the rich diversity in our world.** | | | **Students will understand that similarities and differences between holidays, languages, and traditions develop an appreciation of the rich diversity in our world.** | | | **Students will understand that similarities and differences between familiar locations, landforms, maps, and bodies of water develop an appreciation of the rich diversity in our world.** | | |
| **Stage 1 – Desired Results**  **Learning Target:** | | | | | | | | |
| **Standards**  Common Core State Standards and North Carolina Essential Standards | **Understandings**  What do students need to understand? | | **Questions**  What guiding questions will foster inquiry, understanding, and transfer of learning? | **Content**  What do students need to know? | | **Skills**  What do students need to be able to do? | **Learning Targets**  (I can statements) | |
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| **Stage 2 – Assessment Evidence**  **What forms of assessment will demonstrate that the student has acquired the knowledge, understanding, and skills taught during unit ?** |
| **Performance Task for Component 1 and Scoring Rubric for**  **Through what authentic performance task(s) will students demonstrate the desired understandings?**  **.** |
| **Standards:** |
| **Goal:**  **Role:**  **Audience:**  **Situation/Scenario:** .  **Product Performance and Purpose:**  **Expectations (Criteria for Success):** |

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| **Scoring Rubric for Component 1 Performance Task** | | | | | | |
|  | **Fantastic (4 PTS.)** | **Nice Work (3 PTS.)** | **Keep Working (2 PTS.)** | **Just Beginning (1 PT.)** | **Total Points** | |
| **Content** |  |  |  |  |  | |
| **Writing** |  |  |  |  |  | |
| **Presentation** |  |  |  |  |  | |
| **Achievement of Purpose/Understanding:** |  |  |  |  |  | |
| **Grade Scale** | Less than 8 points = 1, 9 to 11 points = 2, 12-14 points=3, 15-16 points=4 | | | |  | |
| **Stage 2 – Assessment Evidence - Continued**  **What forms of assessment will demonstrate that the student has acquired the knowledge, understanding, and skills taught during unit 1?** | | | | | |
| **Performance Task for Component 2 and Scoring Rubric**  **Through what authentic performance task(s) will students demonstrate the desired understandings?** | | | | | |
| **Standards:** | | | | | |
| **Goal:**  **Role:**  **Audience:**  **Situation/Scenario:**  **Product Performance and Purpose:**  **Expectations (Criteria for Success):** | | | | | |
| **Scoring Rubric for Component 2 Performance Task** | | | | | | |
|  | **Fantastic (4 PTS.)** | **Nice Work (3 PTS.)** | **Keep Working (2 PTS.)** | **Just Beginning (1 PT.)** | **Total Points** | |
| **Content** |  |  |  |  |  | |
| **Writing** |  |  |  |  |  | |
| **Presentation** |  |  |  |  |  | |
| **Achievement of Purpose/Understanding:** |  |  |  |  |  | |
| **Grade Scale** | Less than 8 points = 1, 9 to 11 points = 2, 12-14 points=3, 15-16 points=4 | | | |  | |

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| **Stage 2 – Assessment Evidence**  **What forms of assessment will demonstrate that the student has acquired the knowledge, understanding, and skills taught during unit 1?** |
| **Performance Task for Component 3 and Scoring Rubric**  **Through what authentic performance task(s) will students demonstrate the desired understandings?** |
| **Standards :** |
| **Goal:**  **Role:**  **Audience:**  **Situation/Scenario:**  **Product Performance and Purpose:**  **Expectations (Criteria for Success):** |

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| **Scoring Rubric for Component 3 Performance Task** | | | | | |
|  | **Fantastic (4 PTS.)** | **Nice Work (3 PTS.)** | **Keep Working (2 PTS.)** | **Just Beginning (1 PT.)** | **Total Points** |
| **Content** |  |  |  |  |  |
| **Writing** |  |  |  |  |  |
| **Presentation** |  |  |  |  |  |
| **Achievement of Purpose/Understanding:** |  |  |  |  |  |
| **Grade Scale** | Less than 8 points = 1, 9 to 11 points = 2, 12-14 points=3, 15-16 points=4 | | | |  |

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| **Stage 3 – Learning Plan**  **Learning Target:** | |
| **Component 1 from Structure of Knowledge** | |
| **Teacher Notes** | **Possible Learning Activities and Resources**  **Books:**  **( E ) indicates a CCSS exemplar text**  **(EA) indicates a text from a writer with other works identified as exemplars.**  **Technology:**  **Poems:**  **Writing Ideas** |

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| **Stage 3 – Learning Plan- Continued**  **Learning Target:** | |
| **Component 2 from Structure of Knowledge** | |
| **Teacher Notes** | **Possible Learning Activities and Resources**  **Books:**  **( E ) indicates a CCSS exemplar text**  **(EA) indicates a text from a writer with other works identified as exemplars.**  **Poems:**  **Technology:**  **Writing Ideas** |

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| **Stage 3 – Learning Plan- Continued**  **Learning Target:** | |
| **Component 3 from Structure of Knowledge** | |
| **Teacher Notes** | **Possible Learning Activities and Resources**  **Books (Quality Read Aloud Books for Questioning):**  **( E ) indicates a CCSS exemplar text**  **(EA) indicates a text from a writer with other works identified as exemplars.**  **Poems:**  **Technology:**  **Art:**  **Writing Ideas** |